

# Missouri Department of Elementary and Secondary Education

## Special Education State Profile

As required by the Individuals with Disabilities Education Improvement Act of 2004, the Missouri State Performance Plan (SPP) is a six-year plan that includes targets for student performance indicators and improvement activities designed to enable districts (regular districts, charter schools and state operated programs) and the state to meet those targets. Missouri is also required to publicly report on the performance of each local education agency (LEA) in relation to the targets established in the SPP. The State Performance Plan can be found online at: <http://www.dese.mo.gov/divspeced/SPPpage.html>.

The purpose of this profile is to:

- a. Provide information to the public about the performance of districts on the SPP Indicators
- b. Address other outcomes measures for students receiving special education services.

Page 1 of this profile summarizes whether the State met or did not meet the targets for each performance indicator. The remaining pages provide additional data for the SPP indicators (noted as "SPP #").

Students with disabilities are those students who qualify for special education services and who have an Individualized Education Program (IEP). Data sources are provided for each table included in this profile, however most of the data are reported by the LEAs directly to the Department.

See <http://www.dese.mo.gov/divspeced/DataCoord/documents/DistrictProfileReviewGuide.pdf> for the Special Education Profile Review Guide

**Questions? Please contact Special Education - Data Coordination at 573-751-7848 or [speddata@dese.mo.gov](mailto:speddata@dese.mo.gov).**

<b>SPP Targets and District Status</b>				
<b>SPP Indicator*</b>		<b>State Data</b> 2011-12	<b>Target</b> 2011-12	
<b>Early Childhood Special Education Data</b>				
Percent of children referred by First Steps prior to age 3, who are found eligible for ECSE, and who have an IEP developed and implemented by their third birthdays (SPP 12)		95.90%	Not Met	= 100.00%
Percent of children in ECSE who demonstrated improved: (SPP 7)				
Positive social-emotional skills:	Summary Statement 1	93.38%	Met	≥ 92.70%
	Summary Statement 2	52.98%	Not Met	≥ 55.60%
Acquisition and use of knowledge and skills:	Summary Statement 1	94.89%	Met	≥ 93.80%
	Summary Statement 2	43.57%	Met	≥ 42.40%
Use of appropriate behaviors to meet needs:	Summary Statement 1	92.54%	Met	≥ 90.70%
	Summary Statement 2	58.60%	Not Met	≥ 60.70%
<b>Child Count and Educational Environment Data</b>				
Percent of children with IEPs inside regular class >79% of the day (SPP 5A)		59.99%	Met	≥ 59.50%
Percent of children with IEPs inside regular class less than 40% of the day (SPP 5B)		9.34%	Met	≤ 10.20%
Percent of children with IEPs served in separate settings (SPP 5C)		3.48%	Met	≤ 3.50%
Was <b>district</b> identified as having disproportionately of racial/ethnic groups in special education that is the result of inappropriate identification? (SPP 9/10)		NA		
<b>Assessment Data</b>				
Participation rate for children with IEPs on statewide assessment for Communication Arts (grades 3-8, 11) - (SPP 3B)		99.41%	Met	≥ 95.00%
Participation rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, 10) - (SPP 3B)		99.33%	Met	≥ 95.00%
Proficiency rate for children with IEPs on statewide assessment for Communication Arts (grades 3-8, 11) (SPP 3C)		27.35%	Not Met	≥ 56.20%
Proficiency rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, 10) (SPP 3C)		29.75%	Not Met	≥ 56.40%
<b>Evaluation Data</b>				
Percent of children with parental consent to evaluate who were evaluated and eligibility determined within 60 days (SPP 11)		97.85%	Not Met	= 100.00%
<b>Parent Survey Data</b>				
Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities (SPP 8)		77.76%	Not Met	≥ 80.00%
<b>Suspension/Expulsion Data</b>				
Was <b>district</b> identified as having significant discrepancies in suspension/expulsion rates? (SPP 4A)		NA		
Was <b>district</b> identified as having a significant discrepancies in suspension/expulsion rates by race/ethnicity (SPP 4B)		NA		
<b>Secondary Transition Data</b>				
Graduation rate for students with disabilities (SPP 1)		72.93%	Not Met	≥ 83.20%
Dropout rate for students with disabilities (SPP2)		3.92%	Met	≤ 4.80%
Percent of youth age 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals (SPP 13)		82.35%	Not Met	= 100.00%
Percent of youth who had IEPs, are no longer in secondary school and who have been: (SPP 14)	enrolled in higher education	31.76%	Met	≥ 24.40%
	enrolled in higher education or competitively employed	54.66%	Met	≥ 46.90%
	total employed / continuing education	60.07%	Met	≥ 51.30%

\*Only those indicators for which data are available and/or targets have been established are included in this summary.

## Early Childhood Special Education (ECSE) Data

### Early Childhood Special Education Child Count and Participation Rates

The following indicates the number of children who are eligible to receive early childhood special education services.

#### Total Early Childhood 3-pK5

	2009-10	2010-11	2011-12
Child Count	11,453	11,487	11,448
Participation Rate	5.81%	5.82%	5.80%

Source: District reported data via MOSIS Student Core and 2010 census data

Participation Rate = Child Count / Census

### Early Childhood Special Education Educational Environments (ages 3-pK5) (SPP 6)

The following indicates the educational environment of children receiving early childhood special education services.

Educational Environments	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
<i>In the regular early childhood program:</i>						
◆ 10+ hours with majority of sped services in EC Program*	6,953	60.71%	6,534	56.88%	6,421	56.09%
◆ Other location			2,810	24.46%	2,817	24.61%
◆ less than 10 hours with the majority of sped services in: EC Program*			2,415	21.02%	2,319	20.26%
◆ Other location			630	5.48%	590	5.15%
			679	5.91%	695	6.07%
Separate Class	2,981	26.03%	3,443	29.97%	3,441	30.06%
Separate School	190	1.66%	186	1.62%	182	1.59%
Residential Facility	0	0.00%	0	0.00%	0	0.00%
Home	129	1.13%	127	1.11%	125	1.09%
Service Provider location	1,200	10.48%	1,197	10.42%	1,279	11.17%
Total Early Childhood	11,453	100.00%	11,487	100.00%	11,448	100.00%
Total attending and receiving majority of services in early childhood program* (SPP 6A)	6,953	60.71%	3,440	29.95%	3,407	29.76%
Total separate placement** (SPP 6B)	3,171	27.69%	3,629	31.59%	3,623	31.65%

Source: District reported data via MOSIS Student Core

Percentage = Educational Environment / Total Educational Environment

\*Total attending includes children in an early childhood program and receiving the majority of their sped services in the EC program

\*\* Total separate includes children reported in Separate Class, Separate School and Residential Facility.

### Transition from First Steps (Part C) (SPP 12)

For children referred from the First Steps program, districts are required to develop and implement an IEP by the third birthday. The following data shows the percent of children referred by First Steps prior to age 3, who were found eligible for ECSE, and who had an IEP developed and implemented by their third birthday

Reporting Year	2007-08	2008-09	2009-10	2010-11	2011-12
Number referred and eligible	229	140	211	186	366
IEPs developed within acceptable timelines	223	133	208	185	351
Percent developed within acceptable timelines	97.38%	95.00%	98.58%	99.46%	95.90%

Note: Data are collected from districts in the year prior to Monitoring review

### Early Childhood Outcome Data (SPP 7)

progress, or outcome, made between entering and exiting ECSE for children who exited ECSE during the reporting year.

2011-2012 School Year	Outcomes:	Social Emotional Skills		Acquiring & Using Knowledge & Skills		Taking Appropriate Action to Meet Needs	
		#	%	#	%	#	%
Percent of children who							
a. did not improve functioning	71	1.47%	84	1.74%	74	1.53%	
functioning comparable to same-age peers	179	3.70%	139	2.87%	198	4.09%	
c. improved functioning to a level nearer to same-age peers but did not reach	2,024	41.85%	2,506	51.82%	1,730	35.77%	
d. improved functioning to reach a level comparable to same-aged peers	1,500	31.02%	1,632	33.75%	1,646	34.04%	
e. maintained functioning at a level comparable to same-aged peers	1,062	21.96%	475	9.82%	1,188	24.57%	
Total	4,836	100.00%	4,836	100.00%	4,836	100.00%	
Summary Statements							

1. Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time they exited
2. Percent of children who were functioning within age expectations by the time they exited.

93.38%	94.89%	92.54%
52.98%	43.57%	58.60%

Summary Calculations: 1.  $((c+d)/(a+b+c+d)) * 100$  2.  $((d+e)/(a+b+c+d+e)) * 100$

Source: MOSIS Student Core

## Child Count and Educational Environment Data

### Child Count (5k-21) and Parentally-Placed Private School Students (PPPS)

The following table indicates the number and incidence rate of students with disabilities by disability category

Disability Category	Total	PPPS	Incidence Rate 2011-12
Mental Retardation/Intellectual Disability	10,174	18	1.15%
Emotional Disturbance	6,450	33	0.73%
Speech Impairment	20,959	960	2.36%
Language Impairment	10,186	211	1.15%
Orthopedic Impairment	548	10	0.06%
Visual Impairment	496	3	0.06%
Hearing Impairment	1,183	27	0.13%
Specific Learning Disabilities	32,437	478	3.66%
Other Health Impairment	19,348	251	2.18%
Deaf/Blindness	22	0	0.00%
Multiple Disabilities	1,487	8	0.17%
Autism	7,844	133	0.89%
Traumatic Brain Injury	453	4	0.05%
Young Child w/ Developmental Delay	2,271	68	0.26%
<b>Total</b>	<b>113,858</b>	<b>2,204</b>	<b>12.85%</b>

Source: District reported data via MOSIS Student Core. Child Count data is as of December 1

Incidence rate = Total / K-12 district enrollment

### School-age Educational Environments (SPP 5)

The following table indicates the amount of time that students with disabilities are included in the regular education classroom.

Placement Categories	2009-2010		2010-2011		2011-2012	
	#	%	#	%	#	%
Inside Regular Class >79% (SPP 5A)	70,537	60.17%	69,368	59.94%	68,307	59.99%
Inside Regular Class 40-79%	29,762	25.39%	29,121	25.16%	28,688	25.20%
Inside Regular Class <40% (SPP 5B)	11,312	9.65%	10,851	9.38%	10,634	9.34%
Private Separate (Day) Facility*	714	0.61%	678	0.59%	668	0.59%
Public Separate (Day) Facility*	1,708	1.46%	1,603	1.39%	1,544	1.36%
Homebound/Hospital*	697	0.59%	716	0.62%	706	0.62%
Private Residential Facility*	4	0.00%	4	0.00%	7	0.01%
Correctional Facility	68	0.06%	69	0.06%	59	0.05%
Parentally Placed Private School	2,276	1.94%	2,261	1.95%	2,204	1.94%
State Operated Separate School^	149	0.13%	1,054	0.91%	1,041	0.91%
<b>Total School Age</b>	<b>117,227</b>	<b>100.00%</b>	<b>115,725</b>	<b>100.00%</b>	<b>113,858</b>	<b>100.00%</b>
<b>Total of Separate Placements* (SPP 5C)</b>	<b>3,272</b>	<b>2.79%</b>	<b>4,055</b>	<b>3.50%</b>	<b>3,966</b>	<b>3.48%</b>

Source: District reported data via MOSIS Student Core

\*"Total Separate" includes: Private/Public Separate Facilities; Homebound/Hospital; Private Residential Facilities and State Operated Separate School

^This category is only used by Missouri School for the Blind, Missouri School for the Deaf and Missouri Schools for the Severely Disabled

### Percent of Students by Race/Ethnicity (SPP 9/10)

The following table indicates the percentage of students by race for total enrollment, special education child count and disability categories (special education data excludes PPPS students)

School Year: 2011-12	White %	Black %	Hispanic	Asian %	Indian %	Pacific% Islander %	Multi% Race %	Total %
Total District Enrollment (K-12)	74.25%	16.77%	4.83%	1.89%	0.46%	0.16%	1.64%	100.00%
Total IEP Child Count (3-21)	74.06%	18.75%	3.79%	1.03%	0.56%	0.10%	1.70%	100.00%
MR / ID	63.84%	29.65%	3.65%	0.88%	0.59%	0.13%	1.26%	100.00%
Emotional Disturbance	67.05%	27.64%	2.41%	0.36%	0.58%	0.02%	1.95%	100.00%
Speech/Language Impairment	78.68%	13.62%	3.99%	1.36%	0.48%	0.09%	1.77%	100.00%
Specific Learning Disability	71.46%	21.57%	4.25%	0.56%	0.65%	0.13%	1.37%	100.00%
Other Health Impairment	77.98%	16.63%	2.51%	0.56%	0.61%	0.05%	1.66%	100.00%
Autism	77.42%	14.83%	3.46%	2.11%	0.47%	0.08%	1.64%	100.00%

Source: District reported data via MOSIS Student Core

## Student Assessment Data

### District Annual Measurable Objective (AMO) for Students with Disabilities (SPP 3A)

Student assessment data is evaluated for AMO purposes for a specific subgroups of students, one of which is students with disabilities. For district AMO status, refer to the Missouri Comprehensive Data System (MCDS) Portal at:  
<https://mcds.dese.mo.gov/guidedinquiry/Pages/State-Assessment.aspx>

### Missouri Assessment Program (IEP MAP and MAP-Alternate) (SPP 3B and 3C)

The following table indicates statewide assessment results for students with disabilities

Grade	Acct	Rept	Number Top Two	Part Rate (SPP 3B)	Percent Top Two (SPP 3C)	Acct	Rept	Number Top Two	Part Rate (SPP 3B)	Percent Top Two (SPP 3C)
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**As required by the Individuals with Disabilities Education Improvement Act of 2004, the Missouri State Performance Plan (SPP) is a six-year plan that includes targets for student performance indicators and**

	Communication Arts					Mathematics				
3	9,455	9,428	2,650	99.71%	28.1%	9,450	9,419	3,352	99.67%	35.6%
4	9,500	9,490	2,799	99.89%	29.5%	9,499	9,487	3,056	99.87%	32.2%
5	9,404	9,380	2,639	99.74%	28.1%	9,401	9,377	2,969	99.74%	31.7%
6	9,046	9,028	2,115	99.80%	23.4%	9,040	9,022	2,580	99.80%	28.6%
7	8,677	8,631	2,075	99.47%	24.0%	8,674	8,620	2,563	99.38%	29.7%
8	8,385	8,331	1,828	99.36%	21.9%	8,386	8,333	1,843	99.37%	22.1%
HS	8,065	7,872	2,894	97.61%	36.8%	8,062	7,834	2,109	97.17%	26.9%
3-5	28,359	28,298	8,088	99.78%	28.6%	28,350	28,283	9,377	99.76%	33.2%
6-8	26,108	25,990	6,018	99.55%	23.2%	26,100	25,975	6,986	99.52%	26.9%
All	62,532	62,160	17,000	99.41%	27.3%	62,512	62,092	18,472	99.33%	29.7%

### 2010-11 - IEP MAP and MAP-A

	Communication Arts					Mathematics				
3	9,545	9,528	2,719	99.82%	28.5%	9,549	9,531	3,285	99.81%	34.5%
4	9,765	9,748	3,005	99.83%	30.8%	9,749	9,732	3,270	99.83%	33.6%
5	9,579	9,566	2,674	99.86%	28.0%	9,574	9,558	3,019	99.83%	31.6%
6	8,968	8,950	2,116	99.80%	23.6%	8,967	8,946	2,731	99.77%	30.5%
7	8,779	8,742	1,900	99.58%	21.7%	8,774	8,736	2,221	99.57%	25.4%
8	8,407	8,364	1,768	99.49%	21.1%	8,405	8,354	1,863	99.39%	22.3%
HS	7,956	7,685	2,637	96.59%	34.3%	8,339	7,992	2,170	95.84%	27.2%
3-5	28,889	28,842	8,398	99.84%	29.1%	28,872	28,821	9,574	99.82%	33.2%
6-8	26,154	26,056	5,784	99.63%	22.2%	26,146	26,036	6,815	99.58%	26.2%
All	62,999	62,583	16,819	99.34%	26.9%	63,357	62,849	18,559	99.20%	29.5%

### 2009-10 - IEP MAP and MAP-A

	Communication Arts					Mathematics				
3	10,064	10,045	2,767	99.81%	27.5%	10,061	10,043	3,382	99.82%	33.7%
4	10,396	10,380	3,103	99.85%	29.9%	10,397	10,378	3,414	99.82%	32.9%
5	9,869	9,857	2,778	99.88%	28.2%	9,874	9,860	3,100	99.86%	31.4%
6	9,396	9,373	2,003	99.76%	21.4%	9,395	9,370	2,583	99.73%	27.6%
7	8,973	8,946	1,797	99.70%	20.1%	8,968	8,922	2,292	99.49%	25.7%
8	8,751	8,706	1,783	99.49%	20.5%	8,746	8,698	1,978	99.45%	22.7%
HS	7,370	7,328	2,635	99.43%	36.0%	7,118	7,058	1,994	99.16%	28.3%
3-5	30,329	30,282	8,648	99.85%	28.6%	30,332	30,281	9,896	99.83%	32.7%
6-8	27,120	27,025	5,583	99.65%	20.7%	27,109	26,990	6,853	99.56%	25.4%
All	64,819	64,635	16,866	99.72%	26.1%	64,559	64,329	18,743	99.64%	29.1%

Source: MAP Assessment - includes MAP and MAP-A results

Acct = Accountable; Rept = Reportable; Number Top Two = Proficient + Advanced

Participation Rate (Part Rate) = Reportable / Accountable

Proficient or Advanced Percent (Percent Top Two) = (Number of Proficient + Number of Advanced) / Reportable

HS: Beginning in 2009, high school totals include required End of Course exams (English II and Algebra I) and alternate assessments

## Evaluation, Parent Involvement and Suspension/Expulsion Data

### Initial Evaluation Timelines (SPP 11)

Districts are required to complete initial evaluations and determine eligibility within 60 days from referral to special education. The following table reflects the percent of children who, with parental consent, had eligibility for special education determined within 60 days.

Reporting Year	2007-08	2008-09	2009-10	2010-11	2011-12
Number evaluated	4,287	3,726	3,765	3,429	5,731
Number within acceptable timelines	4,141	3,642	3,643	3,352	5,608
Percent within acceptable timelines	96.59%	97.75%	96.76%	97.75%	97.85%

Note: Data collected from districts in year prior to monitoring review

### Parent Survey Data (SPP 8)

Parents are surveyed about their level of involvement with their children's education. The following table indicates the percent of parents with a child receiving special education services who reported that schools encouraged parent involvement as a means of improving services and results for children with disabilities.

Reporting Year	2007-08	2008-09	2009-10	2010-11	2011-12
Total Responses	5,917	7,337	6,592	7,934	3,219
Number Agree/Strongly Agree	4,271	5,103	4,565	5,664	2,503
% Agree/Strongly Agree	72.18%	69.55%	69.25%	71.39%	77.76%

Source: MSIP Parent Advance Questionnaire (through 2010-11) and/or Special Education Parent Survey

Note: Data collected from districts in year prior to monitoring review

### Suspension/Expulsion Data (SPP 4A)

School Year 2011-2012	State				
	Students IEP		Students NonIEP		Ratio of IEP : NonIEP rate
	Number	Rate per 100 students	Number	Rate per 100 students	
<b>Student Counts</b>					
OSS - All	14,399	11.5	48,130	6.1	1.89
OSS > 10 Days	2,884	2.3	8,433	1.1	2.16
ISS - All	18,060	14.4	76,321	9.7	1.49
ISS > 10 Days	2,101	1.7	6,413	0.8	2.07
Total OSS and ISS	32,459	25.9	124,451	15.7	1.65
<b>Incident Counts</b>					
OSS - All	31,064	24.8	88,089	11.1	2.23
OSS > 10 Days	3,013	2.4	8,750	1.1	2.17
American Indian	10	1.4			1.31
Asian	10	0.8			0.70
Black	1,617	7.0			6.30
Hispanic	68	1.4			1.31
Multi Racial	44	2.1			1.89
Pacific Islander	1	0.8			0.77
White	1,263	1.4			1.22
ISS - All	47,386	37.8	177,505	22.4	1.68
ISS > 10 Days	2,140	1.7	6,504	0.8	2.08
Total OSS and ISS	78,450	62.6	265,594	33.6	1.86

Note: the ratios for the racial/ ethnic groups use the Non-Disabled OSS>10 days for all races as the comparison group

Source: District reported data via June MOSIS Discipline and MOSIS Student Core

# is the number of students or incidents reported; rate is the rate per 100 students based on total enrollment and 5k-21 child count excluding PPPS

ISS All = Any incident resulting in an in-school suspension

ISS > 10 days = Any incident resulting in an in-school suspension for more than 10 consecutive or cumulative days

OSS All = Any incident resulting in an out of school suspension

OSS >10 days = Any incident resulting in an out of school suspension for more than 10 consecutive or cumulative days

OSS includes out of school suspensions, expulsions or unilateral removals

## Secondary Transition Data

### Graduation / Dropout Data for Students with Disabilities (SPP 1, 2)

The following tables indicate the numbers and percents of students with disabilities who graduate or drop out from school

Graduation data (SPP 1)	2009-10	2010-11	2011-12
Number of students with disabilities who graduated	7,090	7,022	6,563
Special Education (IEP) cohort - 4 years	NA	9,950	8,079
Number graduating in 4 years	NA	6,817	5,892
4-year graduation rate	NA	68.51%	72.93%
Special Education (IEP) cohort - 5 years	NA	9,824	NA
Number graduating in 5 years	NA	7,341	NA
5-year graduation rate	NA	74.73%	NA

Graduation rate = Number graduating / Special Education (IEP) cohort x 100

Dropout data (SPP 2)	2009-10	2010-11	2011-12
Number of students with disabilities ages 14 - 21	41,679	40,099	38,560
Number of students with disabilities who dropped out	1,528	1,548	1,510
Dropout rate for students with disabilities	3.67%	3.86%	3.92%

Source: District reported data via MOSIS Student Core and MOSIS Enrollment and Attendance

Dropout rate = Dropouts / 14-21 Child Count x 100

For students ages 14-21 the following exit categories are combined for the number of dropouts: 03-Received a Certificate, 04-Reached Max Age, 07-Moved, Not known to continue and 08-Dropped out

### Secondary Transition Plans (SPP 13)

IEPs must include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet their post-secondary goals. The following data show the percent of youth age 16 and above with a transition plan that meets these requirements as determined by file review of a sample of IEPs

Reporting Year	2007-08	2008-09	2009-10	2010-11	2011-12
Total Reviewed	537	568	587	569	793
Number Met	443	502	536	455	653
Percent Met	82.50%	88.38%	91.31%	79.96%	82.35%

Note: Data collected from districts in year prior to monitoring review

### Follow-up on Previous Year's Graduates and Dropouts (IEP) (SPP 14)

Districts are required to follow-up with all graduates and dropouts in the year after leaving high school. The following table indicates the district-reported data.

Follow-up reported during the 2011-2012 School Year	Graduates		Dropouts		Total	
	#	%	#	%	#	%
(1) 2-year College	1,984	28.7%	14	1.0%	1,998	24.1%
(2) 4-year College	634	9.2%	2	0.1%	636	7.7%
(3) Non-College	254	3.7%	16	1.2%	270	3.3%
(4) Employed (Competitively)	1,672	24.2%	93	6.7%	1,765	21.3%
(5) Employed (Not Competitively)	174	2.5%	5	0.4%	179	2.2%
(6) Military	134	1.9%	0	0.0%	134	1.6%
(7) Other	851	12.3%	237	17.2%	1,088	13.1%
(8) Continuing Ed - did not complete 1 term	268	3.9%	43	3.1%	311	3.8%
(9) Employed - less 20 hrs/week or 90 days	247	3.6%	20	1.4%	267	3.2%
(10) Unknown	694	10.0%	951	68.9%	1,645	19.8%
(11) Not Available	93		57		150	
Total (excludes Not Available )	6,912	100.0%	1,381	100.0%	8,293	100.0%
A. Enrolled in higher education*	2,618	37.9%	16	1.2%	2,634	31.8%
B. Enrolled in higher education or competitively employed*	4,424	64.0%	109	7.9%	4,533	54.7%
C. Total Employed / continuing Education*	4,852	70.2%	130	9.4%	4,982	60.1%

Source: District reported data via MOSIS February Follow-up

#### \*Summary Calculations

A. Enrolled in higher education for at least one complete term [(1) + (2)]

B. Enrolled in higher education for at least one complete term or competitively employed for 20 hours a week for at least 90 days [(1) + (2) + (4) + (6)]

C. Enrolled in higher education or other postsecondary education or training program for at least one complete term or competitively employed or in some other employment for 20 hours a week for at least 90 days [(1) + (2) + (3) + (4) + (5) + (6)]